

## BLACKSBURG ELEMENTARY

402 Hardin Street  
Blacksburg, South Carolina 29702

**GRADES** PK-4 Elementary School

**ENROLLMENT** 672 Students

**PRINCIPAL** Janice Keller 864-839-2363

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Ms. Ola H. Copeland 864-489-9528

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	51	43	0	0

#### IMPROVEMENT RATING:

#### AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Average	Yes

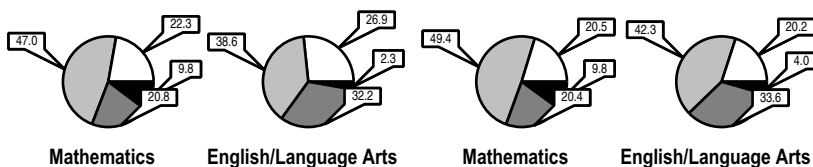
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

45.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	286	100.0	26.9	38.6	32.2	2.3	47.0	Yes	Yes
<b>Gender</b>									
Male	156	100.0	28.5	42.4	27.8	1.4	41.7		
Female	130	100.0	25.0	34.2	37.5	3.3	53.3		
<b>Racial/Ethnic Group</b>									
White	252	100.0	25.8	36.5	35.2	2.6	49.8	Yes	Yes
African-American	32	100.0	36.7	53.3	10.0	0.0	26.7	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	257	100.0	23.6	39.2	34.6	2.5	50.6		
Disabled	29	100.0	55.6	33.3	11.1	0.0	14.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	100.0	26.9	38.6	32.2	2.3	47.0		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	100.0	27.0	38.4	32.3	2.3	47.1		
<b>Socio-Economic Status</b>									
Subsidized meals	184	100.0	34.3	47.0	17.5	1.2	32.5	Yes	Yes
Full-pay meals	102	100.0	14.3	24.5	57.1	4.1	71.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	286	99.7	22.1	47.1	20.9	9.9	43.7	Yes	Yes
<b>Gender</b>									
Male	156	100.0	28.5	43.8	18.1	9.7	40.3		
Female	130	99.2	14.3	51.3	24.4	10.1	47.9		
<b>Racial/Ethnic Group</b>									
White	252	99.6	20.3	47.0	21.6	11.2	45.7	Yes	Yes
African-American	32	100.0	33.3	50.0	16.7	0.0	30.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	257	99.6	17.4	48.7	23.3	10.6	47.0		
Disabled	29	100.0	63.0	33.3	0.0	3.7	14.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	286	99.7	22.1	47.1	20.9	9.9	43.7		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	99.7	22.1	46.9	21.0	9.9	43.9		
<b>Socio-Economic Status</b>									
Subsidized meals	184	100.0	28.3	50.6	15.7	5.4	33.7	Yes	Yes
Full-pay meals	102	99.0	11.3	41.2	29.9	17.5	60.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	28.1	34.8	34.8	2.2	37.0
	<b>Grade 4</b>	138	100.0	34.8	44.7	20.5	N/A	20.5
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	100.0	28.4	34.3	32.8	4.5	37.3
	<b>Grade 4</b>	143	100.0	25.4	43.1	31.5	N/A	31.5
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	140	100.0	23.0	51.9	15.6	9.6	25.2
	<b>Grade 4</b>	138	100.0	27.3	48.5	18.2	6.1	24.2
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	143	99.3	24.8	46.6	23.3	5.3	28.6
	<b>Grade 4</b>	143	100.0	19.2	47.7	18.5	14.6	33.1
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 672)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.9%	Up from 0.1%	3.0%	2.7%
Attendance rate	96.2%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		4.1%	3.5%
Eligible for gifted and talented	15.6%	Up from 9.0%	13.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.6%	Up from 1.8%	9.6%	8.2%
Older than usual for grade	0.0%	Down from 0.1%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	38.1%	Up from 37.8%	50.0%	51.4%
Continuing contract teachers	78.6%	Up from 68.9%	89.5%	87.5%
Highly qualified teachers**	93.3%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	81.0%	Down from 84.8%	86.7%	86.7%
Teacher attendance rate	95.8%	Up from 94.2%	94.7%	94.9%
Average teacher salary	\$39,520	Up 4.1%	\$40,260	\$40,760
Prof. development days/teacher	5.0 days	Down from 10.5 days	12.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.1 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.0%	Up from 88.4%	89.7%	90.0%
Dollars spent per pupil*	\$4,856	Down 0.9%	\$5,782	\$6,044
Percent of expenditures for teacher salaries*	67.6%	Up from 66.7%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, Blacksburg Elementary School worked diligently at achieving academic excellence. After meeting Adequate Yearly Progress (AYP), for the 2002-2003 school year, continued academic growth was the focus point for our school. Balanced literacy remained an area of emphasis in English Language Arts instruction. A literacy coach worked with faculty and staff to bolster ELA instruction. In math and science, on-going training occurred in using a "hands on" approach in teaching these subjects. A math coach helped teachers explore ways to use math manipulatives in the classroom. Two computer labs with instructors were used to help build computer proficiency in our students. In addition, our school added a mobile computer lab which could be taken to the classroom for research and other activities.

The faculty and staff at BES are well qualified and experienced. Three teachers hold National Board Certification, 60% hold degrees at the master's level or higher while many others are working toward advanced degrees. To build home-school relations, weekly parenting classes were held and home visits and parent conferences were conducted. Extended day and summer school programs were offered based on need in an effort to reinforce instruction.

In 2004-2005, the primary grades (4K-2) of Blacksburg Elementary School will move to the much anticipated new Blacksburg Primary School. The new school will alleviate overcrowding in our current facility and provide many new opportunities for our students. As part of the changes, BES welcomes a new principal, Mrs. Janice Keller, for the 2004-2005 school year.

With the continued support of our parents and community, a dedicated faculty and staff, and a supportive school district, Blacksburg Elementary will continue to excel.

Amanda L. Burnette  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	135	84
Percent satisfied with learning environment	93.2%	91.0%	88.1%
Percent satisfied with social and physical environment	100.0%	90.9%	90.5%
Percent satisfied with home-school relations	93.0%	91.7%	71.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.